



### Book Summary

Text Type: Nonfiction/Informational Page Count: 12

At a Boston Abolitionist Society meeting, Frederick Douglass recounts his harrowing escape from slavery years earlier. Douglass describes how the cruel treatment he endured while working at a Baltimore shipyard spurred him to devise a do-or-die plan for escape. Readers will feel tension and suspense as they follow Douglass on his perilous journey to freedom. Use this Graphic Book with *Frederick Douglass: Forever Free* at Levels S, V, and Y.

### Objectives

- ☐ Analyze how the setting of a book can affect the characters
- ☐ Compare and contrast a graphic book's presentation of material with source material

### Materials

Green text indicates resources available on website.

- ☐ Graphic Book: *Frederick Douglass: Escape to Freedom*
- ☐ Leveled Book: *Frederick Douglass: Free Forever*
- ☐ Chalkboard or dry-erase board
- ☐ Index cards

### Vocabulary

**Content words:** *adviser (n.), antislavery (adj.), limbs (n.), perish (v.), resolved (v)*

- Write the vocabulary words on the board and read them aloud with students. Have students work with a partner to find each word in the Graphic Book and define it on the basis of context. Discuss with the class the meanings for all of the words. Guide students to a correct definition of each word. Gather suggestions from students for a small picture to draw next to each word to serve as a reminder of its meaning. Draw the pictures next to the words on the board.

### Reading the Text

- Have students read the corresponding Leveled Book, *Frederick Douglass: Forever Free*, at Level S, V, or Y. Then, have students partner with another student to reread the section in the Leveled Book titled "Escape!"
- Have students read the Graphic Book *Frederick Douglass: Escape to Freedom*.
- After reading the Graphic Book, have students discuss the following questions:
  - ♦ How is the setting in the Graphic Book similar to or different from the setting in the Leveled Book?
  - ♦ How does the text combine with the illustrations in the Graphic Book to aid in determining when the action is taking place?
- Then, have students work with a partner to compare and contrast the "Escape!" section of the Leveled Book with the Graphic Book. Guide students with the following questions:
  - ♦ What information is the same or different?

♦ In the Graphic Book, when discussing his escape from Baltimore, Douglass says, "My journey to freedom took less than twenty-four hours, but it seemed like a lifetime to me." What quote from the Leveled Book supports this quote from the Graphic Book?

- Draw a Venn diagram on the board. Label one circle *Leveled Book*, and the other circle *Graphic Book*. Complete the Venn diagram with relevant information.

### Element Focus: Setting

- Write the word *setting* on the board. Have students discuss the setting of a book they are all familiar with.
- As a class, review that the setting is *where and when the book or event in the book takes place*. The setting sets the tone for a book. The words describing the setting and the images in a book work together to elicit emotion from the reader. Have students brainstorm to produce a list of books they have read where the setting of the story created suspense, terror, humor, and so on.
- Explain that the setting of the Graphic Book elicits similar emotions within the reader. As a class, discuss the following questions:
  - ♦ In the first two panels of page 2 of the Graphic Book, we are introduced to Frederick Douglass as an older man. What does he appear to be doing? What details can you see in the illustrations that help you answer this question?
  - ♦ The author uses a flashback on the bottom panel of page 2. Where is Frederick now and what is he doing? How does Frederick seem to feel about being in this setting? What details make you think that?
  - ♦ On pages 11 and 12 of the Graphic Book, the setting has changed again. Where is Frederick now? What details from the illustrations help you determine his relative age as the Graphic Book ends?
  - ♦ The mood of a story is the general atmosphere or feeling the author tries to create for the reader—suspense, joy, gloom, and so on. How would you explain the mood of the book that is created by the setting? Does your answer change as you read the Graphic Book?
- After the discussion, ask students the following questions: What did Frederick Douglass want in life? Did the setting affect what he had to do to reach his goal? Have students do a quick write using evidence from the book to answer these questions. Have students discuss their responses with a partner, then discuss their key points with the class.